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ABSTRACT

A total model of skill-based intervention which includes theoretical rationale and practical forms and techniques is described. The skill-based model is applicable to practicum supervision in schools and agency settings. Counseling skills important in practicum are delineated. Guidelines are given for working with field supervisors, university supervisors and practicum students. Practical forms are included for all aspects of practicum supervision. (Author)

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A SKILL-BASED MODEL OF PRACTICUM SUPERVISION: A MULTI-AGENCY APPROACH

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Abstract

This monograph presents a total model of skill-based supervision including theoretical rationale and practical forms and techniques. The skill-based model is applicable to practicum supervision in schools and agency settings. Counseling skills important in practicum are delineated. Guidelines are given for working with field supervisors, university supervisors and practicum students.

Practical forms are included for all aspects of practicum supervision. These forms include student evaluations, field supervisor evaluations, university supervisor evaluations, and forms to evaluate audio/visual tapes.

A Skill Based Model of Practicum Supervision:

A Multi-Agency Approach

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Abbreviations:

A. 1. US = University Supervisor

2. FS = Field Supervisor

3. PS = Practicum Student = Trainee = Counseling Trainee

4. PG = Practicum Student Group

B. 1. Practicum Sites

school

community agency

hospital

clinic

business

C. 1. Client = student OR client OR patient

Rationale

Supervision is one of the most important functions of counselor educators. Although this function is essential to the training of both doctoral and masters students, it has received surprisingly little attention or substantive work in terms of systematic programming and delineation of methods and goals (Hackney, 1971). Hansen and Stevic (1967) have remarked about this need:

> "While the practicum occupies a central position in counselor preparation, there is relatively little emphasis placed on the supervisory process for potential counselor educators" (p. 205).

It is indicated in the literature that the counseling practicum may be the most significant phase of counselor education (American Psychological Association, 1952; Arbuckle, 1968; Association for Counselor Education and Supervision, 1967; Association for Counselor Education and Supervision Standards, 1977; Delaney, 1972; Hansen and Moore, 1966). Yet the practicum experience is inextricably linked to supervision. Hosford captured the essence of this link when he observed, "the supervision process is the heart of the practicum experience" (Hosford, 1970, p. 20) (italics ours). The impact and success of a practicum is often dependent upon supervision.

The need and demand for counselors to supervise and evaluate other counselors is well documented (Ohlsen, 1969; Katz, 1971, 19[illegible]; Myrick and Kelly, 1971; Sanborn, 1972; Colangelo, Pulvino and Zaffrann, 1975; Colangelo and Zaffrann, 1976). The purpose of this

article is to describe a successfully used program for practicum supervision in counseling. The article is based on (1) reviews of research on practicum supervision (Hansen and Warner, 1971; Hansen, Pound, & Petro, 1976); (2) ACES standards for supervision; (3) our experiences as supervisors and an evaluation of those experiences.

We will address 4 key areas of concentration in supervision. These areas are: Goals; Objectives; Supervision Process (including choosing a supervision model and duties of the university supervisor; Evaluation. Each of these areas will be discussed, with accompanying suggestions for counselor educators for establishing a more comprehensive and effective system of practicum supervision. Our model aims at various participants of the supervisory process (practicum students; doctoral supervisors; field supervisors); at specific skills to be learned, demonstrated and improved by practicum students and doctoral supervisors; and at an evaluation system to measure the effectiveness of those skills.

When counselor educators develop and use supervision models with their students, they can hope for several beneficial results; and they do it for several reasons: 1) such a model helps students to know "where you are coming from"; 2) it shows students where the practicum course is heading/where the focus is/where they are expected to go 3) it helps to eliminate hidden agendas; 4) it helps to keep activities, exercises, and projects organized for the

counselor educator as well as for the student; 5) it serves as a built-in system of accountability; 6) it helps to minimize a heavily "subjective" and "surprise" evaluation at the end of the course.

Goals

The general goals of the counseling practicum are to assist counseling trainees in:

a) developing professional skills;

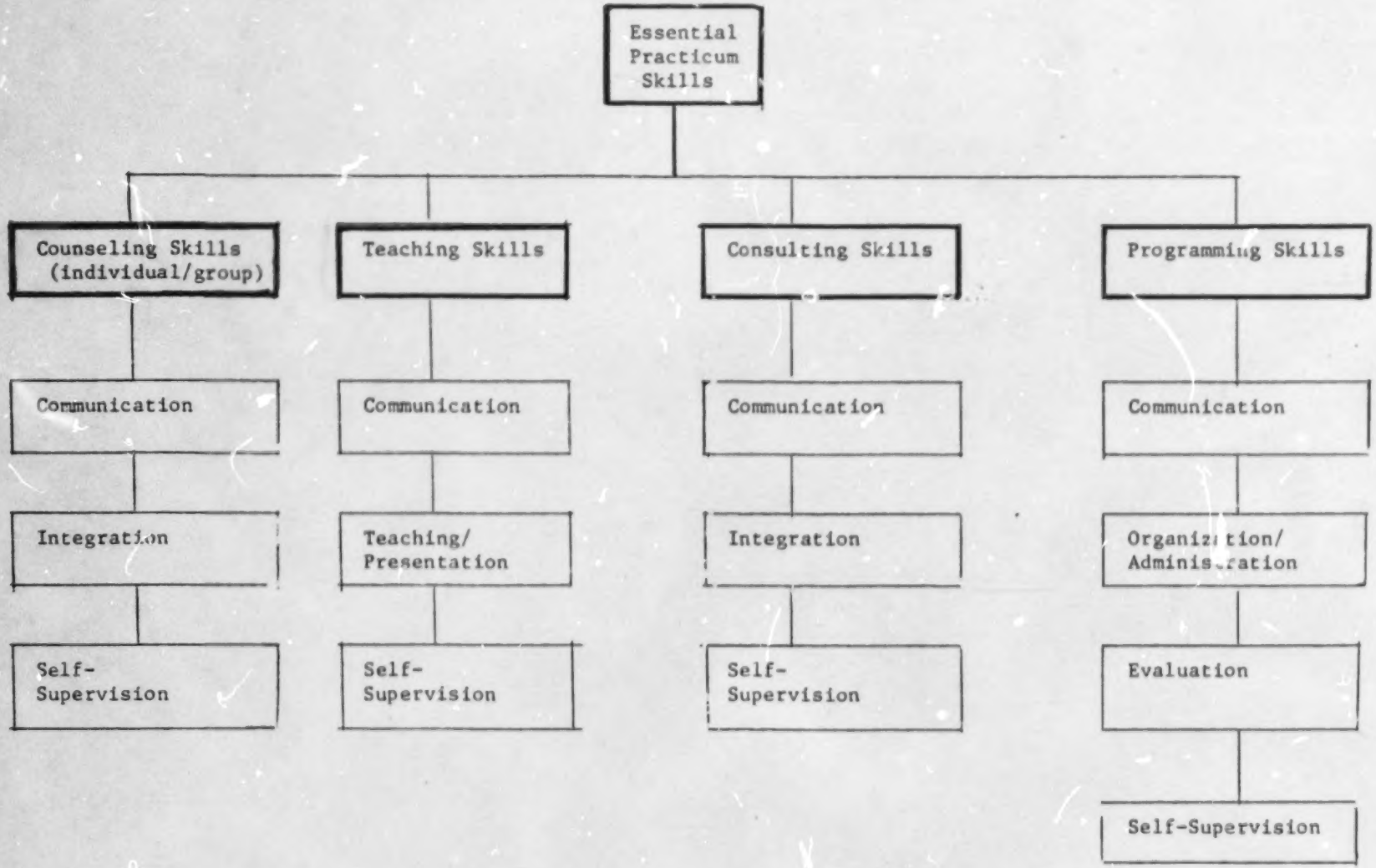
b) integrating "theory" with one's behaviors in the counseling setting.

c) developing skills in self-supervision.

The overall goal of the counseling practicum is to develop students into effective counselors. The supervisor must recognize that, although practicum counselors may be well-prepared to begin a field experience, they are not experienced counselors. The increasing trainee-in-team participation will depend on the rate at which the trainee develops professional skills.

Figure A

Skill-Based Model of Supervision



Objectives

Seven interrelated components* encompass most objectives of the practicum experience. They are:

1. Orientation
2. Observation
3. Planning
4. Counseling
5. Counselor-Client Interaction
6. Evaluation of Counseling
7. Communication

Each of these components is described below and should serve as a guideline for all those involved in the practicum. While it is not suggested that all of these components are sequential, many of them do depend on the successful acquisition of earlier information and skills.

The key area in the experience of practicum is #4, Counseling. Therefore each of the other components discussed in this section should relate to the mastery of counseling skills on the part of the trainee.

Orientation

An early orientation to various administrative and housekeeping routines is helpful to the trainee as well as beneficial for the

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*adapted in part from Wisconsin Internship Program.

agency's administration, staff and clientele. Trainees need to become acquainted with their role in the organization. They need to confer with the administrator and members of the staff to obtain information concerning the agency, community, the general organization and client population, the service patterns, and roles and responsibilities of the staff in the building. Effectiveness of trainees hinges upon an adequate perception of their role in the agency.

Practicum counselors should learn how the agency deals with outside groups. For example, trainees can benefit from an early knowledge of home-school relationships and how teachers work with parents. This can eliminate potential public relations problems and can maximize the trainees' effectiveness in communication with parents and children.

Trainees should be involved in inservice and department meetings. This acquaints trainees with major objectives and plans for the year and provides a general orientation to the agency program.

Observation

Though the counseling practicum is based on the fundamental principal that people learn best by involvement, trainees should have the opportunity for extensive observation. For example, by observing the field supervisor and other counselors, trainees will become familiar with a variety of approaches and methods. In addition, trainees will become familiar with individual pupil

behavior, skills, and attitudes. As trainees participate in team planning sessions, faculty meetings, parent-teacher conferences and pupil-principal meetings, they learn as they contribute.

Planning

Early involvement of the trainee-in-team planning is an immediate supervisory obligation of the field supervisor. Continuous active involvement in regular team planning is essential to the maintenance of an effective team situation and in acquiring professional planning skills. Trainees should be actively involved in planning small and large groups and should incorporate available media as well as additional resources. Provision for clarifying objectives, motivation, and appropriate counseling activities is crucial to accommodate individual client differences and client-counselor evaluation.

University supervisors can be of great help in planning counselor activities as well as planning the entire practicum experience. Regular meetings of the team or cooperating counselors with the trainee and the University supervisor will prove very beneficial in the planning stage of the counseling practicum experience.

Counselor-Client Interaction

Trainees should work with clients at a level intensive enough to:

a) identify clients' general and specific needs;

b) plan appropriate guidance experiences to meet individual needs;

c) counsel with clients;

d) provide them with appropriate resources and materials;

Trainees will find that frequent contact with other supportive professional personnel is useful--at times necessary--to acquire a more thorough picture of individual clients.

The counseling office or room should not be the boundary for the trainee. For example, they should interact with students in non-counseling settings such as lunch areas, halls, and resource centers. The extent of any such assignment, however, should be carefully planned to maximize the professional development of the trainee. Trainees may volunteer to work with students in extra-curricular activities.

Counseling

The counseling practicum design assumes that the trainee will be assigned a counseling load less than the regular load of a full-time counselor in the agency. With supervision and guidance from the field supervisor, trainees will be expected to assume the necessary responsibilities related to this assignment. In addition, it is appropriate that the trainee have experience at a variety of age levels. The trainee should have experience in a variety of counseling activities, using both individual and group approaches. It is important for trainees to learn appropriate

strategies and materials for individual clients. (See Figure B)

Consulting/Outreach

Often a counselor is called to work with other colleagues about an individual student/client. The counselor trainee must have the knowledge and skills to effectively communicate a plan of action. Counselors in schools and agencies often "consult" with parents as well as colleagues. In addition to working with colleagues consulting skills include preparation in presenting programs to the community. In either situation the counselor is seen as an "expert" and the counselor's task is to assess the situation and help devise a feasible procedure to attain the stated goals. (See Figure C).

Teaching

Whether in a school or agency the counselor is usually in a situation where he or she needs to address a group for the purpose of disseminating information. The counselor trainee must have the minimum skills in organizing and presenting a teaching unit. For example, presentations on values clarification, intake interviews, group discussions and career information can be done as a "teaching unit." Certainly in schools a counselor should be able to present a class unit on some aspect of counseling. Our experience has been that counselors in other types of agencies are also often in a teaching role.

Program Development

In any setting a counselor will need to know how to "get things done." This means having a knowledge of procedures and the organizational and interpersonal skills to get an idea "understood" and "acted" upon. In practicum the counselor trainee needs to develop and test skills in developing on-going programs. This includes not only "initiating" a program but maintaining and then evaluating its effectiveness. The idea of a program is that it is not dependent on a single individual. Rather a well planned program runs on its own "organization steam" and affects other people. Usually it takes various people cooperating to keep a program working.

Evaluation of Counseling

Field supervisors and University supervisors should encourage and assist trainees to engage in continuous self-evaluation throughout the practicum. Video and audio tapes are invaluable tools for a self-assessment and can supplement use of various self-assessment instruments.

Regular observations and critiquing by the field supervisors and University supervisors are essential to the maximum professional development of the trainee. Periodic conferences with other counselors and agency staff also may be helpful. All members of the agency staff should be helped to realize that mistakes and errors are expected and that the practicum is designed to minimize these errors.

Communication

Communication with the practicum counselor and the field supervisor may be the most significant variable in determining a satisfactory practicum experience. Trainees, supervisors, and agency staff all need to be aware of the most beneficial methods of communication available to them as they function in each of the other components listed above.

Techniques of problem discussion, facilitating interchange, openness, caring, and interdependence should permeate the orientation, planning, and evaluation of a trainee's experience. It is essential for all of the people involved in the practicum design to help establish a solid communication base and to be aware of positive communication techniques in all of their work together.

The Supervision Process

Choosing a Supervision Model

The exact role and function of supervisors depend upon a host of personal and professional variables. It would seem that a supervisor may choose among at least three models from which to base the supervision experience: (1) a teaching model, in which the US is a teacher whose job is to train counselors in knowledge, skills and attitudes; (2) a counseling model, in which the US is essentially a counselor to the practicum students, focusing primarily on internal dynamics, feelings, personal growth and

problems of the students; (3) a consulting model, in which the role of the US is that of an external consultant--one who facilitates, challenges, questions, stimulates, and critiques.

A discussion of this serious and recurring dilemma can be found elsewhere (Hackney, 1971; Kell and Mueller, 1966). Some important concerns for supervisors are:

1. To be aware of the available roles they can assume with practicum students;
2. to choose the role in which they feel most comfortable;
3. to communicate that choice to their students to insure understanding.
4. to remain consistent in that role throughout the practicum experience.

Duties of the University Supervisor (US)

1. Working with doctoral supervisors (DS).

All doctoral students could participate in a research seminar in supervision. This seminar consists of discussion and analysis of various theories, problems, methodologies, goals and research related to supervision. Most importantly, each student prepares and presents a model of supervision. This model serves four basic objectives:

1. to clarify and present the doctoral students' philosophies and methodologies;
2. to state clearly their objectives and goals;
3. to formulate a workable system of evaluation of

practicum students;

4. to explain and defend these models to other students and to benefit from their critique. (Pulvino and Sanborn, 1972)

This model serves as an invaluable guide and reference point during the supervision process. Discussing it with practicum students helps them to understand the basic orientations, expectations and evaluation procedures of their doctoral supervisors. The models prove to be useful guides for prodding master's students to establish in a similar fashion their own positions and goals for the practicum. They also provide structure in the practicum. Most master's students, despite their verbal protests to the contrary, find that appropriate structure and guidance is not only beneficial but often necessary. This same structure is of valuable assistance to doctoral students working as supervisors for the first time.

During this time, doctoral students can be exposed to a variety of models from other faculty, from readings, and from visits to counseling agencies. When they develop and test out their initial supervision models thru a practicum course, doctoral students can use this experience and feedback to revise and revamp those models.

2. Working with practicum students (PS).

It is evident that supervisors are involved with several people within the supervisory process. An examination of Figure 1 indicates the interrelationships within the supervisory process; these consist of university supervisor, field supervisor, other doctoral supervisors, practicum students and clients. However, the central focus of supervision should be the practicum students. It is the supervisor's responsibility to help them receive the most worthwhile experience and to provide a full assessment of their strengths and areas of difficulty with recommendations for improvement. (See Figure D).

Although supervisors may draw on a variety of available activities while working with practicum students, several have proven to be the most meaningful:

1. Personal journal. One helpful activity is for practicum students to keep a personal journal of their thoughts, feelings, ideas and experiences that occur during the practicum. For the students this is often a helpful way to make sense and order of the various stimuli and events-both internal and external-that seem to be inherent to the practicum experience. For the supervisor, a journal is a chronological document of the progress of the practicum student. It can show the development from tension, uncertainty,

and anxiety to increasing self-confidence, skill, and competence toward the end of practicum.

2. **Audio-tapes.** Another activity is for the practicum students to record their initial counseling sessions on audio-tapes. Initial anxiety or resistance to tapes can be dealt with immediately instead of having to encounter it several weeks into the practicum. Soon students find that tapes are a helpful method of self-supervision and learning (Niland, Dolling, Allen and Panther, 1971). Each student prepares a brief, written self-examination of each tape. Then both the student and the supervisor review tapes together, analyzing response modes, goals, movement, and termination. Simultaneously, there is opportunity to observe self-supervision skills of practicum students.

3. Video-tapes. The advantages of audio-tapes apply to video-tapes as well. In addition, video-tapes offer the distinct advantage of being able to observe oneself in a counseling situation; these tapes offer feedback on body language, mannerisms and non-verbal cues. (See Figures E, F, & G)

Supervision with practicum students includes 1) one-to-one supervision on a weekly basis, when supervisor and trainee can critique tapes, etc. 2) class meetings on a weekly basis, when the entire practicum group can share experiences, perceptions, ideas, etc; and 3) field supervision on a continuing basis (when FS critiques and discusses PS activities) and on

a weekly basis with the practicum supervisor sitting in.

3. Working with the practicum group (PG).

Another means of enriching the practicum/supervision experience is to meet with other supervisors and their practicum students. This kind of group can be informative and rewarding for both practicum students and supervisors. An appropriate amount of direction and structure by the supervisors is necessary within the group. Some possible activities for this group include:

1. sharing audio and video-tapes;
2. presentations by supervisors and practicum students on topics of relevance and interest;
3. interchange and feedback on common practicum and supervisory concerns.
4. One-day seminars and workshops. Various departmental, university, community, and state resources can be used in special one-day seminars to explore topics not included in practica. Topics we have found to be appropriate and helpful in this area include professional ethics, overview of various theoretical orientations, group strategies, and exposure to other counselors and their methods.

4. Working with field supervisors (FS).

A meaningful practicum experience often depends on the relationship with the field supervisor (FS), that is, the counselor who supervises the student in the actual practicum setting. Since doctoral supervisors are the primary contact with the field supervisors, cooperation is crucial. The following are some suggestions in working effectively with the FS:

1. meet in person with the FS and student to discuss goals and objectives of the practicum experience from all perspectives;
2. communicate with the FS periodically during the practicum;
3. if the FS has not been responsible for a practicum student before, discuss practical suggestions and expectations of his role. (See Figure H)

Evaluation*

A critical area of supervision, especially for beginning supervisors, is evaluation of the practicum student. This is a persistent problem and often a cause of threat, anxiety, and uncertainty for both student and supervisor (Myrick and Kelly, 1971). Minimizing the possibility of misinterpretation and hidden agendas helps to ensure constructive, growth-producing evaluations.

A fortunate change has occurred regarding the term "evaluation." It is no longer only a question of "How well did I do?" but, in addition, now includes "What am I doing now?" and "How can I improve?" That is, both formative and summative appraisals are now part of any evaluative system.

The evaluation of a practicum counselor is continuous and comprehensive and, when used skillfully, spurs growth and improvement. It should be based on the day-to-day growth of the individual's capability of becoming a competent beginning counselor.

Assumptions

Those involved in the evaluation process--university supervisor (US), field supervisor (FS), practicum counselors--should consider the following assumptions in evaluation:

1. Evaluation is a continuous day-to-day process.
2. Counseling trainees should learn to evaluate their own work.
3. Evaluation is a positive process and promotes constructive action, including plans for building on strengths and overcoming weaknesses.
4. A variety of instruments and techniques should be used to gather the necessary data for evaluation.
5. Evaluation is the joint responsibility of the trainee, the FS, and the US.
6. The worth and dignity of all people involved in evaluation must be respected.
7. The evaluation process should result in synthesizing observed behaviors.
8. The evaluation should concern itself with the counselor trainee:
   a. <u>as a person</u>: appearance, dress, speech, initiative and resourcefulness, emotional stability, vitality, effect on others, warmth.
   b. <u>as a scholar</u>: in broad general fields, knowledge in his/her area of specialization, use of resources and ability to use investigative tools.
   c. <u>as a counselor</u>: empathic understanding of young people; meeting expressed needs; collecting, analyzing, and organizing data regarding students and clients; establishing good working relations with parents; gaining and respecting students' and clients' confidence.
   d. <u>as an administrator</u>: establishing and maintaining an optimum environment which is conducive to effective learning and growth; planning, organizing, and directing extra- and co-curricular activities.

*adapted in part from WI Internship Program.

e. as a member of the profession: practices a sound code of ethical behavior; is interested in and values the social significance of the profession; assumes responsibility for her/his own professional growth through reading, observation, and other avenues for continued growth.

f. as a member of the community: concern with the community setting which affects young people, discovers and uses community resources, is aware of the problems and is willing to aid in their solution.

The underlying principle of effective evaluation is the establishment of rapport and respect between the university supervisor, field supervisor and trainee.

Periodically and at the conclusion of the practicum, the FS will be asked to complete an evaluation form. Though these forms from various colleges and universities differ to meet particular institutional needs, all provide opportunities to evaluate the progress and competence of the practicum counselor.

Procedures

The following procedures and suggestions can help to minimize the confusion and anxiety often present in supervision evaluation:

1. As the supervisor, clearly communicate at the beginning of practicum the How, What, and Why of evaluation (Colangelo, Pulvino and Zaffrann, 1975). This structure the entire evaluation system for the student so that hidden agendas, threat, and confusion are minimized or eliminated.

2. The evaluation will be more effective and comprehensive when it includes both on-going feedback (process evaluation) as well as end-of-term assessment (produce evaluation). Continuous verbal feedback informs students about their progress in various areas of counseling.

   Another method of evaluation is written. A minimum of two written evaluations--a mid-term and a final report--is recommended. These evaluations serve the following purposes:

   a. provide reference for skills development during the practicum;
   b. insure clarity and minimize misinterpretations;
   c. serve as a basis for discussion;
   d. provide record-keeping data.

3. A comprehensive practicum evaluation should include a number of participants and should focus on a number of skills. These areas are discussed more fully below.

Skills

The skills listed in the Objectives section of this model provide the focus of the practicum evaluation. These skills form essential components of the practicum experience. Briefly, these skills are:

1. Counseling skills, for example, active listening, paraphrasing, reflection, relationship-building, Carkhuff's core dimensions... See Figures I, J.

2. Teaching skills, for example, oral delivery system skills,... See Figure K.

3. Consulting skills, for example, use of resources, conducting workshops, disseminating information, assessing needs and establishing goals. See Figure L.

4. Programming skills, for example, organizing and maintaining defined programs; coordinating special education teachers. See Figure M.

5. Integration skills, for example, infusing a theory base into one's counseling practice, articulation of counseling theory, application of a theory's principles to counseling behavior, analysis of how one's self fits in with a particular theoretical orientation.

6. Self-supervision skills, for example, analysis of tapes, ability to evaluate progress of clients, ability to critique one's counseling behaviors, ability to assess one's strengths and limitations as a counselor, benefits from peer supervision. See Figure O.

These evaluation/feedback forms mentioned above can be used at the mid-point of the practicum experience and again at the conclusion. The Comprehensive Evaluation Form (See Figure N) is meant to be used by all participants in the supervision experience.

Participants

We believe that all those who participate in the practicum/supervision experience should participate in the evaluation. This includes the university supervisor, the field supervisor, the doctoral supervisor, and the practicum students.

University supervisor. It is the function of the university supervisor to structure the mid-term and final evaluations, to communicate accurately all expectations, and to assign the final grade. General guidelines and suggestions have been discussed in "Procedures" and "Skills" above.

Field supervisor. Consult the FS for helpful comments, suggestions and observations before preparing the final evaluation report with the student. Field supervisors--because of their on-the-job contact--can provide a wealth of information on the attitudes, values and style of practicum counselors as well as their counseling behaviors.

Doctoral supervisor. Doctoral supervisors should participate in the evaluation process because 1) their close contact with trainees throughout the practicum puts them in a position of having much valuable feedback and observations to offer; 2) they may relate to practicum counselors in different ways than university supervisors do, resulting in new perspectives; 3) the process of evaluation should help them to critique the utility, appropriateness, and integration of their own supervision models; and 4) the process of evaluation offers a built-in system for doctoral supervisors to be "evaluated" on their supervision and evaluation skills.

Practicum students. Request that the practicum student prepare a self-evaluation. This helps students to integrate the entire practicum experience and to assess their own strengths and areas of difficulty. This gives supervisors a further indication of the student's self-evaluation skills as well as their framework and attitude toward self-development.

Concluding comments. Arrange a definite, personal meeting with the practicum students to discuss and share the final evaluations with them. This offers to students the opportunity to explain and defend their counseling behaviors and experiences and to clarify any uncertain aspects of the final assessment. (Colangelo and Zaffrann, 1976a).

Doctoral and university supervisors can ask that each practicum student prepare an evaluation of them as supervisors. Perceptions of the students can be invaluable toward making the practicum/supervision experience a growth process for the supervisors as well as the practicum student.

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Appendices

Figures B-N

Figure B

Case Conceptualization

(Adopted from Carol Loganbill University of Iowa)

Demographic Data

1. Age
2. Sex
3. Race
4. Marital Status
5. Living situation
6. Manner of dress
7. Physical appearance

Presenting Concern

1. Precipitating circumstances
2. How long has concern persisted
3. Has this occurred before? What were the circumstances?

Relevant Background

1. How was concern dealt with in past?
2. Who were significant others in this concern

Personality Dynamics

A. Cognitive Factors
B. Emotional Factors
C. Behavioral Factors

Environmental Factors

1. Factors which act as stressors
2. Factors which act as support

Interpersonal Style

1. Is there overall posture he/she takes against others? (dependency, aggression, withdrawal)
2. What is client's interpersonal style with counselor?

Counselor's Conceptualization of Concern

1. What is the concern
2. Common theories
3. Personality dynamics
4. Synthesis of information

Counseling Strategy

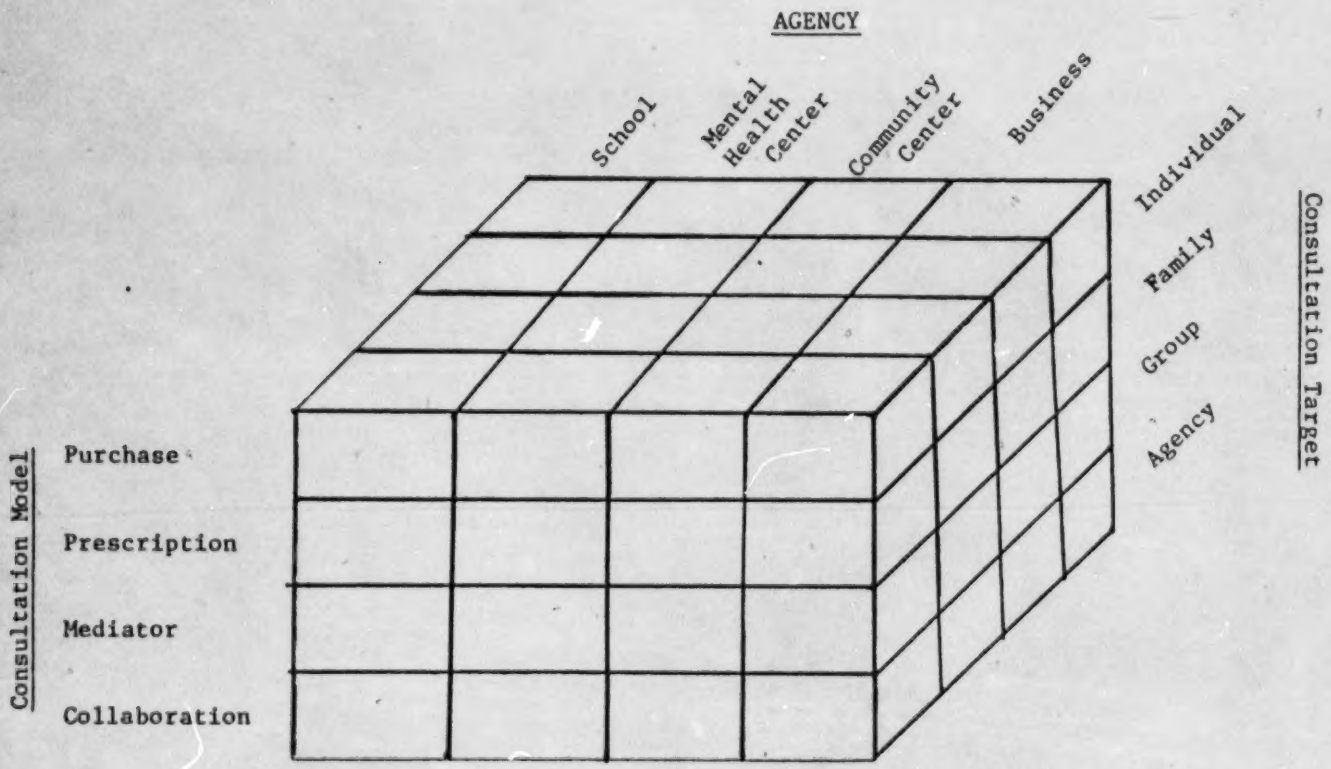
1. Goals of change
2. Method/strategy to achieve goals

Evaluation

1. Is client responding to strategies?
2. Have goals been reached?
3. What progress has been made?
4. Is there need to change goals/strategies?
5. Future directions with client

Figure C

CONSULTATION MODEL



EXPERT

CATALYST

Purchase - Agency "buys" a consultant's program

Prescription - Consultant tells agency what it ought to do

Mediator - Consultant negotiates between factions

Collaboration - Consultant works as a "member" with all concerned to devise a program based on expressed needs

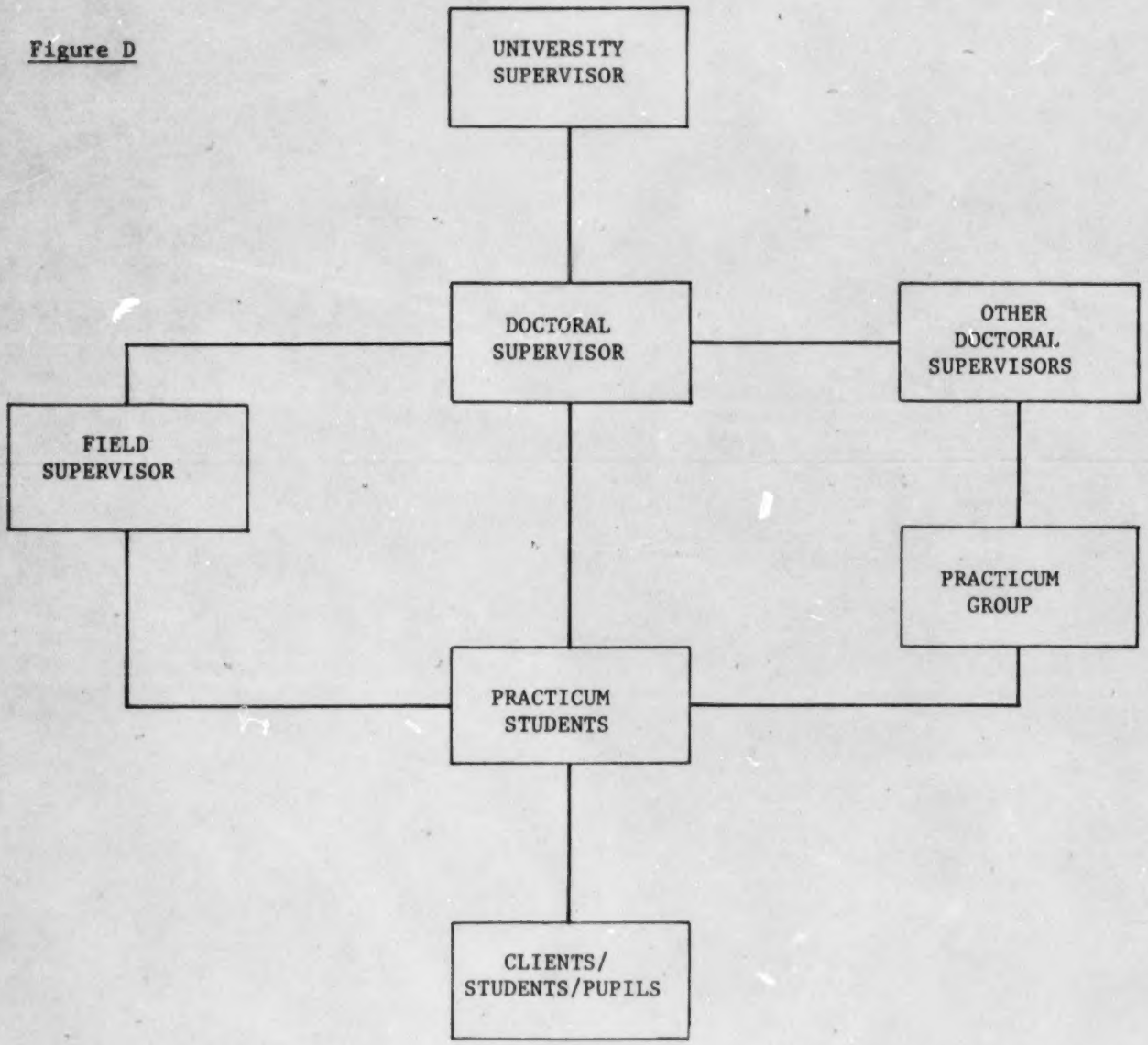
FOCUS ON CHANGE

(1) Remedial

(2) Preventive

(3) Developmental

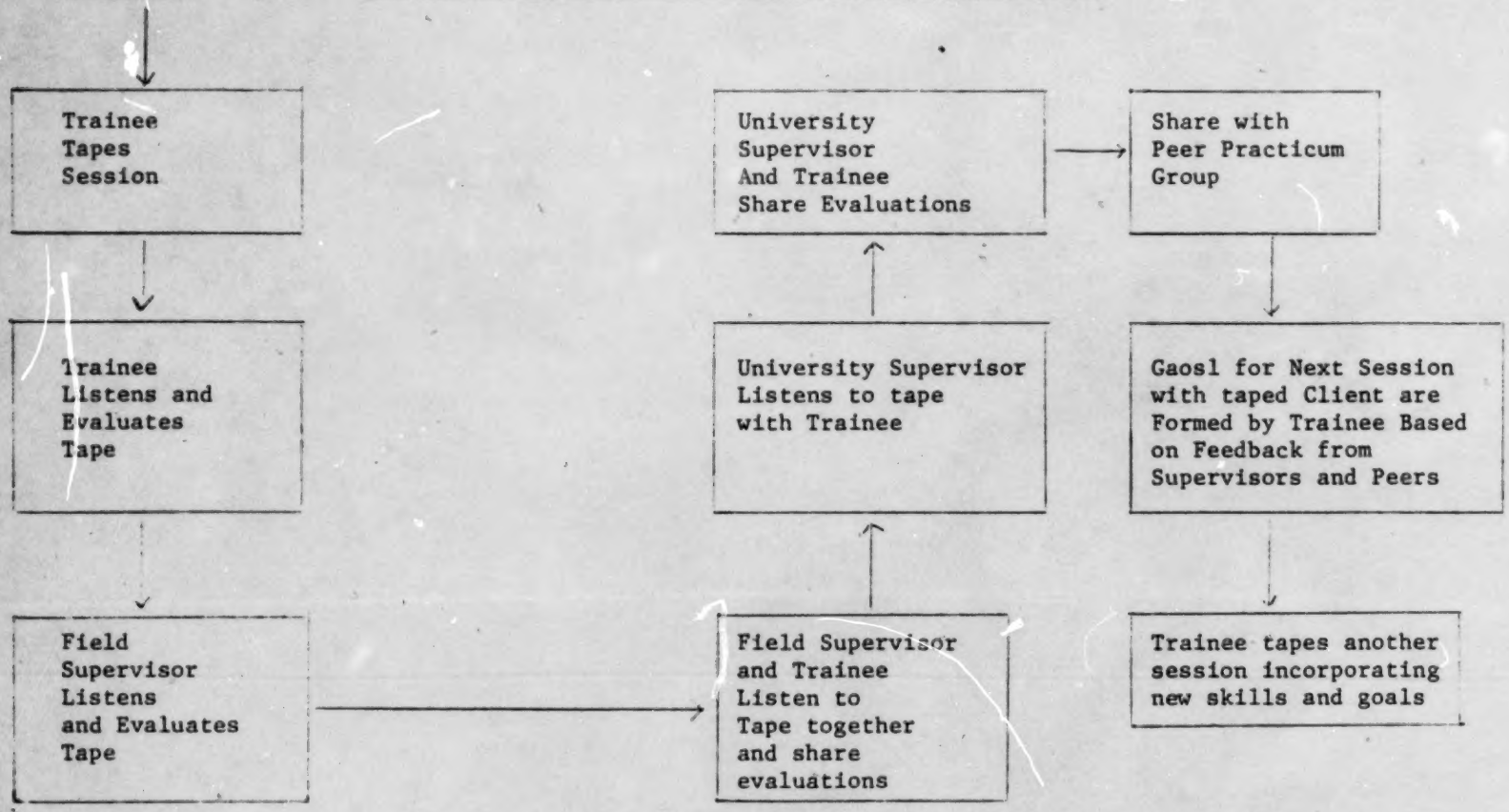
Figure D



Representation of practicum/supervision program

Figure E

Process for Evaluating Skills Using Audio/Video Tapes


Trainee Tapes Session
Trainee Listens and Evaluates Tape
Field Supervisor Listens and Evaluates Tape
Field Supervisor and Trainee Listen to Tape together and share evaluations
University Supervisor Listens to tape with Trainee
University Supervisor And Trainee Share Evaluations
Share with Peer Practicum Group
Gaosl for Next Session with taped Client are Formed by Trainee Based on Feedback from Supervisors and Peers
Trainee tapes another session incorporating new skills and goals

ANALYSIS OF TAPED INTERVIEW

Interview Segments		Skills Observed
Opening (Process and Content)	(Approx. 15 min.)	
(Process and Content)	(Approx. 15 min.)	
(Process and Content)	(Approx. 15 min.)	
Termination (Process and Content)	(Approx. 15 min.)	

Figure G

1088-vv

Practicum

INDIVIDUAL SUPERVISION SESSIONS

Practicum Student Name_____

Date_____ Comments and Tape Evaluation

Date_____ Comments and Tape Evaluation

Date_____ Comments and Tape Evaluation

Date_____ Comments and Tape Evaluation

Date_____ Comments and Tape Evaluation

Figure H

TO: Field Supervisor_____

FROM: University Supervisor

Re: Practicum Counselor_____

School/Agency_____

I am very pleased that you have agreed to participate in our counselor training program by supervising one or more of our students. This memo is an attempt to outline my expectations for the practicum experience.

A. Responsibilities for Field Supervisor

1. Closely supervise the practicum counselor.
2. Allow the practicum counselor duties in the following 4 areas:
   a. Counseling (individual and group)
   b. Consulting (with administrators, teachers, parents, specialists, other counselors)
   c. Teaching (classroom activities related to counseling)
   d. Programming (initiate or help coordinate guidance programs in the setting)
3. Personal supervision in each of the 4 areas listed above.
4. Review tapes with practicum counselor
5. Complete two written evaluations (use Evaluation Forms) on practicum counselor: Mid-Term and Final
6. Help Practicum counselor receive a variety of experience in the school/agency setting, e.g., faculty meetings, supervise student activites, committees, etc.

B. Responsibilities for Practicum Counselor

1. Receive experience in all the different counselor functions within a setting.
2. Provide _____ hours per week at the practicum setting.
3. Provide tapes of counseling activities.
4. Become as much as possible a full and contributing member to school/agency staff.
5. Develop self-supervision/evaluation skills.

C. Responsibilities of University Supervisor

1. Coordinate efforts of Field Supervisor and practicum counselor.
2. Weekly individual and group supervision of practicum counselors.
3. Three on-site visits.
4. Evaluation of tapes.
5. Mid-Term and Final evaluation of practicum counselor.
6. Provide contact and service to practicum sites.

It is my belief that the practicum experience is the most important single requirement in a masters program. Each practicum counselor will undoubtedly put in more hours into his/her practicum than is required on paper--but the experience is important enough to warrant this. I see it as the responsibility of the practicum counselor to insure that he/she gets practice in the different skill areas of counseling. I believe the Field Supervisor can be tremendously helpful in facilitating a successful practicum.

Figure I

1086-vv

Practicum

INTERVIEW FORM FOR INDIVIDUAL COUNSELING/INTERVIEW SESSION

Directions: 1) Practicum counselor is to complete this form after each counseling/interview/contact session.
2) Forms are to be shared weekly with Field and Practicum Supervisors.

Student's Name_____

Practicum Counselor Name_____

Student Grade_____ Sex_____

Date of Interview_____

Name of School/Agency_____

Who initiated the interview_____

Number of interviews with this student_____

Statement/Nature of Problem

Brief Summary of Interview

Plans for Further Contact

Comments and Evaluation by Practicum Counselor

Was session taped?_____

Field Supervisor

I have discussed this interview Yes No

I have listened to the tape Yes No

Comments

Field Supervisor Signature_____

Date_____

University Supervisor Comments

University Supervisor Signature_____

Date_____

Practicum

INTERVIEW FORM FOR GROUP COUNSELING/INTERVIEWS

Directions: 1) Practicum counselor is to complete this form after each group counseling/interview session.
2) Forms are to be shared weekly with Field and Practicum Supervisors.

Group Participants

Name	Grade	Sex

Practicum Counselor Name_____

(Group Co-leader?)_____

Name of School/Agency_____

Who initiated group_____

Number of Group Sessions_____ Length of time (approx.)_____

Purpose of the Group

Brief Summary of Group Session

Plans for Further Sessions

Comments and Evaluation by Practicum Counselor

Was session taped?_____

Field Supervisor

I have discussed this group session	Yes	No
I have listened to the tape	Yes	No
I observed/participated in group	Yes	No

Comments

Field Supervisor Signature_____ Date_____

University Supervisor Comments

University Supervisor Signature_____ Date_____

Figure K

Practicum

FORM FOR TEACHING UNIT

Directions: 1) Practicum counselor is to complete this form after each teaching/presentation.
2) Form is to be shared with Field and Practicum Supervisor.

Title of Teaching Unit _____

Practicum Counselor Name _____

Length of Time _____

Audience/Class _____

Date of Presentation _____

Name of School/Agency _____

Who initiated teaching unit _____

Purpose For Presentation

Brief Summary of Presentation

Evaluation and Comments by Practicum Counselor

Plans for further presentations to this group_____

Was session taped?_____

Field Supervisor

I discussed this presentation	Yes	No
I listened to tape	Yes	No
I observed/participated in presentation	Yes	No

Comments

Field Supervisor Signature_____

Date_____

University **Supervisor Comments**

University **Supervisor Signature**_____

Date_____

Figure K

Practicum

FORM FOR TEACHING UNIT

Directions: 1) Practicum counselor is to complete this form after each teaching/presentation.
2) Form is to be shared with Field and Practicum Supervisor.

Title of Teaching Unit _____

Practicum Counselor Name _____

Length of Time _____

Audience/Class _____

Date of Presentation _____

Name of School/Agency _____

Who initiated teaching unit _____

Purpose For Presentation

Brief Summary of Presentation

Evaluation and Comments by Practicum Counselor

Plans for further presentations to this group _____

Was session taped? _____

Field Supervisor

I discussed this presentation	Yes	No
I listened to tape	Yes	No
I observed/participated in presentation	Yes	No

Comments

Field Supervisor Signature _____

Date _____

University Supervisor Comments

University Supervisor Signature _____

Date _____

Figure L

Practicum

INTERVIEW FORM FOR CONSULTATION

Directions: 1) Practicum counselor is to complete this form after each consultation session.
2) Forms are to be shared weekly with Field and Practicum Supervisors.

Name of Individuals at Session

Practicum Counselor Name _____

Date of Consultation _____

Name of School/Agency _____

Who initiated consultation _____

Purpose of Consultation

Brief Summary of Consultation Session

Plans for Further Sessions

Comments and Evaluation by Practicum Counselor

Field Supervisor

I discussed session	Yes	No
I observed/participated in session	Yes	No

Comments

Field Supervisor Signature _____ Date _____

University Supervisor - Comments

University Supervisor Signature _____

Date _____

Figure L 1085-vv

Practicum

INTERVIEW FORM FOR CONSULTATION

Directions: 1) Practicum counselor is to complete this form after each consultation session.
2) Forms are to be shared weekly with Field and Practicum Supervisors.

Name of Individuals at Session

Practicum Counselor Name_____

Date of Consultation_____

Name of School/Agency_____

Who initiated consultation_____

Purpose of Consultation

Brief Summary of Consultation Session

Plans for Further Sessions

Comments and Evaluation by Practicum Counselor

Field Supervisor

I discussed session	Yes	No
I observed/participated in session	Yes	No

Comments

Field Supervisor Signature_____ **Date**_____

University Supervisor - Comments

University Supervisor Signature_____

Date_____

Figure M

1087-vv

Practicum

FORM FOR PROGRAMMING

Directions: 1) Practicum counselor is to complete this form after completion of a programming unit.
2) Share this form with Field and Practicum Supervisor.

Program or Project Title_____

Practicum Counselor Name_____

Name of School/Agency_____

People who worked on program

Who initiated program_____

Purpose of Program

Brief Summary of Program (Main Components)

Comments and Evaluation by Practicum Counselor

Field Supervisor

I discussed this program Yes No

I observed/participated in programming Yes No

Comments

Field Supervisor Signature_____ Date_____

University Supervisor Comments

University Supervisor Signature_____

Date_____

Figure N

COMPREHENSIVE EVALUATION OF PRACTICUM COUNSELOR 1026-11

Suggested Use: This form may be used to check competencies and progress in counseling practicum. Please use this form for a mid-term and a final evaluation.

Name of Field Supervisor_____

Name of Practicum Counselor_____

School/Agency_____

Date_____

GENERAL SUPERVISION COMMENTS	Poor	Adequate	Good	Excellent	NA*
1. Demonstrates commitment to developing professional competencies.	1	2	3	4	NA
2. Communicate comfortably and clearly with students and staff.	1	2	3	4	NA
3. Recognize own competencies and limitations	1	2	3	4	NA
4. Demonstrates ethical behavior in counseling and consultation.	1	2	3	4	NA
5. Defines and articulates his/her role as counselor.	1	2	3	4	NA
6. Understands and functions effectively in organizational setting (i.e. school, agency, etc..	1	2	3	4	NA
7. Completes typical everyday tasks required in school/agency.	1	2	3	4	NA
8. Initiates contacts and activities.	1	2	3	4	NA
9. Responsive to praise and criticism from supervisor in constructive manner.	1	2	3	4	NA
10. Demonstrates skill in self-evaluation.	1	2	3	4	NA

* NA not applicable or not observed

My signature attests that I have read and discussed with my Field Supervisor this evaluation. My signature does not reflect agreement or disagreement with this evaluation.

_____
Signature of Practicum Counselor

_____
Date

In the following evaluation forms please put NA where evaluation is not applicable or you have no evidence for evaluation.

Date:_____ SKILL CATEGORIES FOR PRACTICUM EVALUATION

Field Supervisor's Name:_____ Practicum Counselor's Name_____

SKILLS EVALUATED Counseling Individual/group (circle one)	AREA OF COMPETENCE	AREA OF DIFFICULTY	DIRECTION FOR IMPROVEMENT
1. COMMUNICATION SKILLS - e.g., relationship building listening, reflection, paraphrasing, articulation.			
2. INTEGRATION SKILLS - e.g., articulation of counseling theory, application of theory's principles to counseling behavior, movement towards understanding and resolution.			
3. SELF SUPERVISION SKILLS - e.g., analysis of tapes, discussion of sessions, ability to evaluate progress of counselees, ability to evaluate self-progress.			

Other Comments by Field Supervisor

Date:_____ SKILL CATEGORIES FOR PRACTICUM EVALUATION

Field Supervisor's Name:_____ Practicum Counselor's Name_____

SKILL EVALUATED CONSULTING	AREA OF COMPETENCE	AREA OF DIFFICULTY	DIRECTION FOR IMPROVEMENT
1. COMMUNICATION SKILLS - e.g., relationship building listening, reflection, paraphrasing, articulation.			
2. INTEGRATION SKILLS - e.g., articulation of position, idea, theory, ability to function within group setting, assists in forming goals and resolution.			
3. SELF-SUPERVISION SKILLS - e.g., ability to evaluate functions of group, ability to evaluate progress, ability to assess what is needed in the future.			
Other Comments by Field Supervisor			

Date: SKILL CATEGORIES FOR PRACTICUM EVALUATION

Field Supervisor's Name _____ Practicum Counselor's Name _____

SKILL EVALUATED TEACHING	AREA OF COMPETENCE	AREA OF DIFFICULTY	DIRECTION FOR IMPROVEMENT
1. COMMUNICATION - e.g., rapport building, listening, reflection, clarity in communication of ideas.			
2. TEACHING SKILLS - e.g., ability to plan a unit and clearly communicate a concept, classroom techniques.			
3. SELF-SUPERVISION SKILLS - e.g., ability to evaluate teaching units, evaluate strengths and weaknesses of presentations.			
Other Comments by Field Supervisor			

Date:_____ SKILL CATEGORIES FOR PRACTICUM EVALUATION

Field Supervisor's Name_____ Practicum Counselor's Name_____

SKILL EVALUATED PROGRAMMING	AREA OF COMPETENCE	AREA OF DIFFICULTY	DIRECTION FOR IMPROVEMENT
1. COMMUNICATION SKILLS - e.g., articulate purpose and need for program.			
2. ORGANIZATIONAL/ADMINISTRATION SKILLS - e.g., initiate, plan, and organize forces to get a program underway, effective in using procedures and channels for getting programs approved/supported.			
3. EVALUATION - e.g., provide for means of assessing the progress, success or failure of program.			
4. SELF-SUPERVISION SKILLS - e.g., ability to evaluate self in organization/administrative skills.			
Other Comments by Field Supervisor			